

International Education: Article Review on Martin Luther

This Lesson should take approximately two full class periods (55 minute class periods).

I. Content:

I want my students to understand (or be able to):

- A. Pertinent biographical information about Martin Luther.
- B. His motivations behind the Reformation.
- C. Understand the political and cultural environments in Europe during the time of the Reformation.
- D. Understand growing northern European disillusionment with the Catholic Church prior to and during the Reformation.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Some background information on the Middle Ages and the Catholic Church's role during that time.
- B. Some reasons why some people in Europe were becoming disenchanted with the Catholic establishment.
- C. Some biographical information on Martin Luther. Who was he? Where in Germany was he from? Etc.

III. Instructional Objective(s):

The student will:

- A. Read an article from a 1983 issue of National Geographic at a high comprehension level.
- B. Think critically using an article review format where the students not only have to comprehend specifics from the article, but also think critically and analyze information put forth in the article.

IV. Materials and Equipment

Teacher: Whiteboard

Student: October 1983 National Geographic article on Martin Luther: "The World of Luther," Article Review sheet, paper and writing utensils.

V. Instructional Procedure:

Inform the students that in light of recent classroom information (lecture/notes) on Martin Luther and the Reformation, they will be reading an article from National Geographic, "The World of Luther," and doing an article review on that piece.

International Education: Article Review on Martin Luther

Day 1: Hand out article and tell the students that they need to have it read by the following day. The students may have the entire class period to silently read the article and inform them that if they have questions (vocabulary, content, etc.), the instructor will be there to assist.

Day 2: Hand out article review. Go over instructions in class for article review and tell them that the review is due the following day. The attached copy of an article review handout can be revised in any way desired by individual classroom teachers to best fit their needs.

Day 3: Collect the article reviews.

VI. Assessment / Evaluation:

Assessment will be done through the grading of the article reviews using the 5 point rubric attached.

VII. Idaho Achievement Standards:

- 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.
- 6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization.
- 6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.
- 6-9.WHC.1.9.4 Describe how different religious beliefs were sources of conflict.

VIII. Follow Up or Extension Activities:

- A. Discussion of contents of the article (after article review is turned in). Ask students specific comprehension questions about the article:
 - 1. How was Germany organized politically during Luther's time?
 - 2. Was Germany unified at this time? Explain.
 - 3. What did Martin Luther comment he should have become instead of a priest?
 - 4. Speculate on what Europe and the western world would have been like had Luther not protested.
 - 5. Why do you think the Reformation started in Germany and not somewhere else (i.e. Rome or somewhere else in southern Europe)?
 - 6. How did the printing press affect the Reformation?
- B. Possible classroom debate between Catholic and Reformation sides. Split the class randomly into two groups. Using information gained from article

International Education: Article Review on Martin Luther

review assignment and other background information on the middle ages, Martin Luther and Reformation, facilitate a debate between the Reformation and Catholic sides. Let each side come up with arguments for the following issues:

Catholic

Mass and the Bible should be conducted and written in Latin

The Catholic use of merits when it came to absolving sin.

Adherence to the scriptures.

Corruption of the Catholic clergy.

Should the Communion cup only be restricted to the clergy?

Should priests be able to marry?

Reformationist

Religious services and the Bible should be conducted and written in the vernacular (local language.)

International Education: Article Review on Martin Luther

Article Review Grading Rubric

Writer of Paper: _____ **Topic:** _____

Period: _____

Focus:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Clear main point | 5 | 4 | 3 | 2 | 1 |
| 2. Point connects with intended audience. | | | | | |

Development and Support:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Major ideas clear and logical. | 5 | 4 | 3 | 2 | 1 |
| 2. Sound reasoning reflected. | | | | | |
| 3. Quality and accuracy of information. | | | | | |
| 4. Concrete, specific details used. | | | | | |
| 5. Support tailored to main point. | | | | | |

Organization:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Order of information is clear and logical. | 5 | 4 | 3 | 2 | 1 |
| 2. Ideas connect. | | | | | |
| 3. Effective transitions. | | | | | |
| 4. Quality of diction or word choice. | | | | | |
| 5. Level of usage. | | | | | |

Mechanics:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Grammar | 5 | 4 | 3 | 2 | 1 |
| 2. Punctuation | | | | | |
| 3. Spelling | | | | | |
| 4. Capitalization | | | | | |
| 5. Variety of sentence lengths/types. | | | | | |
| 6. Does not distract from paper's ideas. | | | | | |

Comments:

International Education: Article Review on Martin Luther

Article Reviews

Completing an Article Review in World History will help students achieve the following objectives:

1. Become Effective Writers
2. Develop Substantive Knowledge About a Topic
3. Obtain an Understanding of the Nature and Use of Historical Research
4. Develop the Ability to **Think Critically** About the Work of Others

An Article Review **goes beyond** the mere summarizing of a piece of writing. It entails an inquiry into the overall worth of the written piece, and therefore assumes an **evaluative** nature. There are five major steps in preparing an Article Review:

1. INTRODUCTION

After reading the assigned article, briefly discuss the Author's **purpose** in writing the article. Determining the purpose is actually a 2-part analysis:

First, what is the author's **motivation** for writing this article? ["What made the author sit down and write it?"]

Second, what is the author's **intended goal** in writing this article? ["To what desired end was the piece written?"]

2. CRITICAL SUMMARY

What is the **thesis** of the article? To demonstrate a clear understanding of the author's main point(s), the thesis and all of the author's major contentions must be explained in your own words.

Summarize the contents of the article, indicating how the thesis is developed. Use examples. Explain and discuss the author's **STYLE**. ["The author uses sarcasm...chronological organization...rhetorical questioning, etc. to make his/her point."] How, and what kind of evidence, does the author use to support the thesis and secondary points?

Although this will probably be the longest part of your Article Review, your paper should not become a mere summary **WITHOUT** some sort of **analysis** on your part. [As a result of the author's _____, one can see..."]

International Education: Article Review on Martin Luther

3. HISTORICAL RELATIONSHIP

Discuss the ways in which the article contributes to your understanding of the historical period it discusses. Be very specific, noting how the article added to your knowledge of the historical period. Discuss what the article teaches you that the textbook and class lectures/discussion did not. Identify ways that the information presented in the article changed your understanding of any issue(s).

4. CONCLUSION

Briefly discuss the major strengths and weaknesses of the article. [This section bears similarity to a movie critic's analysis of a film.]

Does it fit into the prevailing interpretation or consensus about the topic? [Does it "shake things up" in terms of what is currently the "status quo" understanding about the issue(s) it discusses?]

Is this information different from what you previously learned? If so, how? [This could summarize some of your comments in Section 3 above.]

Finally, discuss the **overall worth** of the article as it contributed to your understanding of this year's World History class.

5. WRITING THE REVIEW - Follow this format precisely!

- A. At the top of the page, give the title, author, and source of the article you are reviewing.
- B. **Type** the review, double-spaced. Do not exceed three pages.
- C. When you quote from the article, simply follow the quotation with the page number(s) in parenthesis. ["The author makes the incredible assertion that, 'there was absolutely no justification for the First Crusade.' (p.3) "]